



University of Sioux Falls
Sioux Falls, South Dakota

October 2009

ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next on-site visit will take place in **Spring 2016**.

Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.

STANDARDS SUMMARY

Standards		Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
★	1 Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
★	2 Assessment System and Unit Evaluation	Met	Met
★	3 Field Experiences and Clinical Practice	Met	Met
★	4 Diversity	Met	Met
★	5 Faculty Qualifications, Performance, and Development	Met	Met
★	6 Unit Governance and Resources	Met	Met

AREAS FOR IMPROVEMENT

The following areas for improvement (AFIs) should be addressed before the unit's next on-site visit by NCATE. Progress made toward eliminating them should be reported in Part C of the unit's annual report to NCATE. The Board of Examiners (BOE) team will indicate in its report at the next visit whether the institution has adequately addressed each of the AFIs.

STANDARD 2 - Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

1	The unit has not fully implemented policies that ensure a regular and systematic process for the purpose of ongoing program improvement and unit operations.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
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STANDARD 4 - Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

1	Candidates have limited opportunities to interact with faculty from diverse ethnic and racial groups.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
2	Candidates have limited opportunity to interact with peers from diverse racial and ethnic groups.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV

STANDARD 5 - Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

1	The unit has not fully implemented a systematic and comprehensive process for evaluating the teaching performance of adjunct faculty members.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
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NOTE: Neither NCATE staff, team members, nor other agents of NCATE are empowered to make or modify Unit Accreditation Board decisions. These remain the sole responsibility of the Unit Accreditation Board itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.